

MARCH  
1960



Vol. 48, No .3

*It's Good But Not Perfect*  
*Social Studies In The Middle Grades*  
*Keeping The Curriculum Up To Date*



Dr. Sanford Davis, right, associate professor of education and director of the Arizona State University Guidance Institute, is shown with a group discussing student referral procedures during a session of the 1959 institute.

# ARIZONA STATE UNIVERSITY

TEMPE, ARIZONA

## 1960 SUMMER SESSION

*Pre Session, June 6 - June 10*

*First Session, June 13 - July 16*

*Second Session, July 18 - August 20*

*Post Session, August 22 - September 9*

### RESIDENCE STUDY - MEXICO CITY

June 13 - July 16, 1960

Cost: Registration \$100, plus housing, meals, and tuition. Total minimum cost is approximately \$215.

Reservations close April 15, 1960.

Brochure sent on request.

### RESIDENCE STUDY IN ART

(At Sedona, Arizona)

July 18 - August 20

Cost: Registration \$60, plus class fees; lodging about \$1.50 per day.

Reservations close June 1.

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Reservations close May 1.

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Reservations close April 15.

### WORKSHOPS

**June 6 - 10**

Home Economics, School Lunch

**June 13 - July 16**

Elementary School Science

Conservation of Natural Resources

Reading Problems

Delinquency Control Institute

Education of the Exceptional Child

Participation with Gifted Children

Education—Arithmetic

Education—Human Relations

**July 18 - August 20**

Clothing Construction

Home Economics—

Creative Teaching

Education—Arithmetic

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March, 1960



Volume 48

No. 3

March, 1960

## TABLE OF CONTENTS

### ARTICLES

	Page
Keeping the Curriculum Up-to-Date .....	Helen Heffernan 14
Social Studies in the Middle Grades .....	Marie Jeanette Hayes 22
My Most Memorable Music Teacher .....	Oscar Ernesto Morales 25

### EDITORIALS

How Are Your PTR's .....	Orval Sams 7
--------------------------	--------------

### PROFESSIONAL

The Novice and the Cynic .....	26
It's Good, but Not Perfect .....	Dix W. Price 17
Mental Health Facilities .....	Donna Olney 28
State Superintendent's Message .....	35
Time Marches On .....	Maria Urquides 13
White House Conference .....	37

### REGULAR FEATURES

Among Our Neighbors .....	Joseph N. Smelser 27
Coming Events .....	11
Across the Editor's Desk .....	29
Look-Hear-Now .....	Dorothea Pellett 33
Yours for the Asking .....	38
Our Advertisers .....	40

### MISCELLANY

About Our Authors .....	28
Credits .....	5
Ethics .....	31
AEA Services .....	36
More Discipline .....	35
National Library Week .....	35
Social Security .....	11
The Past Decade in Education .....	32
The Ideal Superintendent .....	32

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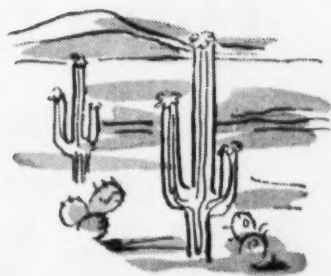
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By Orval Sams, Chairman  
AEA Editorial Board

## Editorially Speaking



### How Are Your PTRs?

Have you ever stopped to consider what usually becomes the topic of conversation when a group of educators get together? Listen the next time when a group gets together at lunch, in the office, or workroom. You will discover that before too long the subject under discussion will eventually center around teacher-parent relations.

It would be almost impossible to determine which of the following relations affect the educator more

in his or her work, namely student or parent relations. However, on close study one would come to realize that teacher-parent relations no doubt have far more effect on the educator than most of us realize.

So often in working to develop an evaluation and understanding of a student we are inclined to come up with the attitude of, "well what can you expect of John or Mary—look at their parents." All too often we are inclined to lay all the blame for a student's problems at the parents' door. True, in many cases the parents have much to do with the development of problems among our students. It is not necessary for us here to identify certain problems as being brought about by parents but rather to attempt to develop an understanding of parents as well as students. Let us not be too quick to blame parents because as a general rule most parents have done their best to bring up their children and provide for their needs on the basis of what standards the parents have honestly felt were best. Needless to say we would all agree that such standards were not necessarily always the best ones. However, within such standards as set by parents for raising their children we as educators can, if we but try, develop a better understanding between ourselves and parents.

Quite often we drive parents away from us because of the impression we create when we deal

with them. In whatever dealings we have with parents we should remember they should be conducted in such a manner that parents will feel that we can and want to help. There are times, of course, when such relations are going to be strained and we may wish to turn away from the whole idea of teacher-parent relations. If we will stop and think for a moment, we will realize that in many respects we have the advantage of knowing the student in a much broader sense than the parent does. Therefore, we can really help parents in knowing their children and in turn help ourselves.

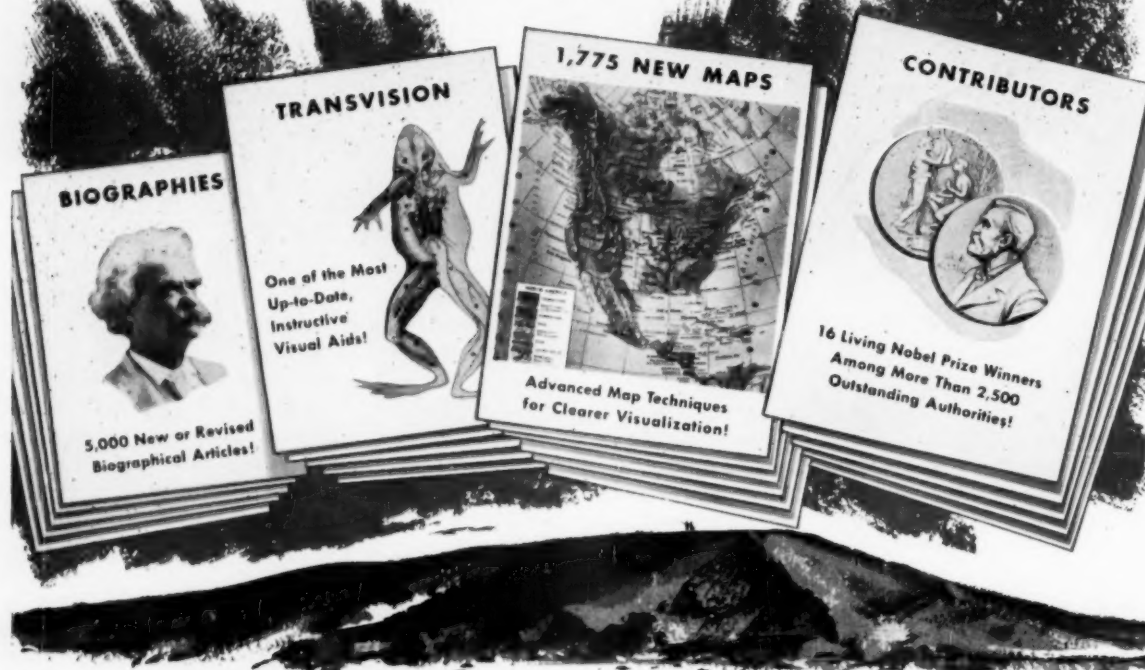
We might evaluate ourselves concerning teacher-parent relations by using the letters "PTR" in a manner much as the medical profession does, namely, pulse, temperature and respiration, let us begin with the pulse of the relations. Do we try to see that our contacts with parents are regular occurrences? Is our temperature in such contacts what it should be, that is, are we cold or do we give a warmth to the situation? Last, but far from least, is our respiration in the relations what it should be? Are we inclined to be long winded using terms which may confuse a parent.

Each of us has the responsibility for establishing the best possible teacher-parent relations. In so doing, we will be rendering education and students a great service.



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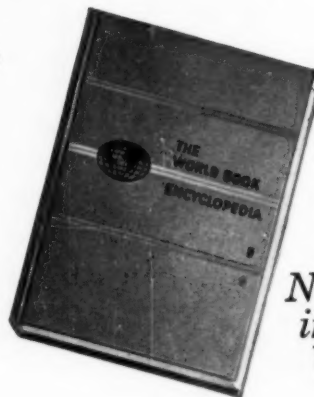
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March, 1960

9



**Using Numbers to Answer Questions**

1. Jane gave Mary a birthday present. There were four boxes in it. Mary opened the first box. She said, "Oh, soap cats! Twelve soap cats!"  
Do you think Mary had the right number? Use two ways to show that she was right or wrong.
2. How do you think she found out how many in all?
3. How many soap cats are there in the boxes that Mary has not yet opened? Show in two ways that your answer is correct.
4. Think again about Mary's soap cats. To find how many she received, you must answer one of these questions: "How many are  $3 + 3 + 3 + 3$ ?" or "How many are four 3's?" Which question is shorter?
5. Write two number questions that might be used for problem 3.

■ Number questions like "How many are four 3's?" are called multiplication number questions.

6. What kind of number question is "How many are  $3 + 3 + 3 + 3$ ?"

205

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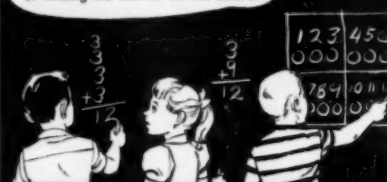
Notice how this page from Grade 3, introducing multiplication, could be presented to a class!

Many such teaching suggestions can be found in the Teacher's Editions.

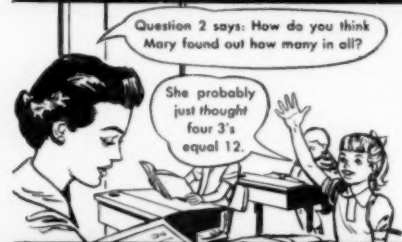


1. A lifelike problem is given that can best be answered by using multiplication.

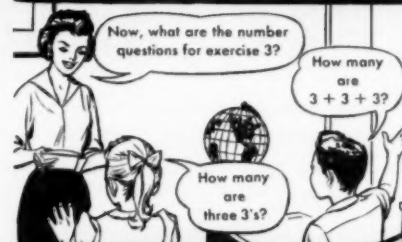
Joe, Jim, and Alice! You put your way of finding the answer on the board.



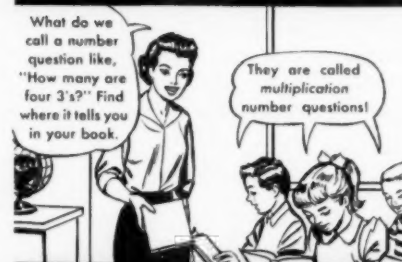
2. Since children have only had counting and addition, they must think through and use these skills to get the answer.



3. Boys and girls "reason out" for themselves...to gain an understanding of what is "behind" the multiplication process.



4. Children discover that multiplication is a better and quicker method of putting equal amounts together.



5. Then, the multiplication learning is presented as a definite rule!



# Coming Events

## NATIONAL

### MARCH

**Mar. 10-12:** Department of Classroom Teachers, Southwest regional meeting, Albuquerque, N. M.

**Mar. 18-22:** Music Educators National Conference, national convention, Atlantic City, N. J.

**Mar. 25-30:** Department of Elementary School Principals, annual meeting, St. Louis, Mo.

### APRIL

**Mar. 27-Apr. 2:** White House Conference on Children and Youth.

**Mar. 29-Apr. 2:** National Science Teachers Association, national convention, Kansas City, Mo.

**April:** Teaching Career Month.

**Apr. 3-9:** National Library Week.

**Apr. 6-10:** National Association for Women Deans and Counselors, national convention, Philadelphia, Pa.

**Apr. 11-15:** National Art Education Association, Pacific regional conference, Tempe, Ariz.

**Apr. 14-16:** United Business Education Association, Western regional conference, Phoenix, Ariz.

**Apr. 17-21:** ACE International Conference, Cleveland, Ohio.

**Apr. 19-23:** Council for Exceptional Children, annual convention, Los Angeles, Calif.

**Apr. 20-23:** National Council of Teachers of Mathematics, annual meeting, Buffalo, N. Y.

**Apr. 22-24:** National Association of Educational Secretaries, regional conference, Phoenix, Ariz.

**Apr. 23-28:** American Association for Health, Physical Education and Recreation, national convention, Miami Beach, Fla.

**Apr. 24-27:** National School Boards Association.

### JUNE

**June 26-July 1:** NEA Convention, Los Angeles

### JULY

**July 17-Aug. 5:** National Training Laboratories, Gould Academy, Bethel, Maine.

### AUGUST

**Aug. 21-24:** National Council of Teachers of Mathematics, Salt Lake City, Utah.

## Mark Your Calendar

JANUARY							APRIL							JULY							OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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Be Sure To Circle Nov. 4-5 —

## AEA Annual Convention

### ARIZONA

#### MARCH

**Mar. 17-19:** Conference on Blind Children, ASU.

**Mar. 18-19-20:** DKG State Convention.

**Mar. 31:** ASEA Spring Convention, ASU.

#### APRIL

**Apr. 8-9:** Arizona Industrial Arts Association, ASU, Tempe.

**Apr. 8-9:** AEA Delegate Assembly, Phoenix.

**Apr. 30:** DKG Workshop.

#### MAY

**May 4-7:** American Association for Health, Physical Education and Recreation, Southwest district convention, Phoenix, Ariz.

#### AUGUST

**Aug. 21-25:** Leaders Conference, Flagstaff.

#### OCTOBER

**Oct. AASA Workshop on Certification and Professional Standards.**

#### NOVEMBER

**Nov. 4-5:** AEA Annual Convention, Phoenix.

### Proposed Amendments To Social Security Act

Of interest to you will be the following three proposals which the present Congress will be asked to enact as amendments to the Social Security Act:

(1) A provision for a retired employee to earn \$150.00 per month instead of the present \$100.00 without losing his social security payment.

(2) A provision to make all employees eligible for immediate disability payments rather than limiting such payments to those over 50 years of age.

(3) A provision to raise the minimum monthly payment from the present \$33.00 to \$40.00.



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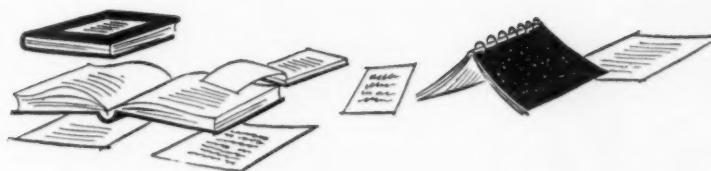
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From The President's Notebook

## Time Marches On

And after 26,640 miles of USA, most of them in Dinah's favorite car, your president wonders if she would qualify for a new Sunday night model?

The time and the miles have left your president with increased admiration and respect for the Arizona Education Association and the professionalism of its members, for you have given us one of the finest years we have known.

As you read the reports of your active AEA Committees in this issue of the *ARIZONA TEACHER*, you will recognize that the work of the Association has reached into all areas affecting the welfare of children and teachers in Arizona. At the Delegate Assembly your elected representatives will hear and take back to you the reports of the Executive Secretary and the President. These reports will detail the Association's accomplishments and present problems which we will have to face and solve if we are to grow as time and our profession demand. The action of your representatives will point the "shape of things to come" for the teaching profession in Arizona. Your Executive Committee urges you to discuss issues; react to the recommendations of your AEA Committees; consider all resolutions; and thus assist your delegates with the grave responsibility of determining Association policy for the coming year.

As it comes time for me to leave this office, I wish to recognize with

gratitude the fine support and co-operation given me by so many. To the AEA staff, my thanks for a year of dedicated assistance and untiring effort in spite of crowded office conditions and ever increasing work load. To the members of the Executive Committee, my admiration for their patience and sense of humor which helped make a difficult job easy. And to you, the

members of the AEA, my sincere appreciation for the opportunity I have had this year to serve our united profession seeking actively to move forward for the good of education and for the improved welfare of the children and teachers who are its instruments and its challenge.

I leave you with a wish: *Vayan con Dios y buena suerte.*

Following her election as AEA President in 1959, Miss Urquides posed with Vice President Warner Dixon and Treasurer Ralph Dixon.



March, 1960



# Keeping The Curriculum Up To Date

*Today's Changing World  
Brings New Problems*

*By Helen Heffernan*

In a world changing as rapidly as ours, socially sensitive teachers ask themselves: How well do the experiences the school provides meet the present needs of children and youth? How well do these learnings equip them to meet the inevitable challenges of their adult life? Education is dynamic: it develops the scientists and scholars who discover new knowledge. As a result, conditions change and education must change to meet them. Good schools are constantly striving to meet the changing social needs of their times.

All of the experiences of whatever nature the school provides to stimulate or facilitate learning constitute the educational program or curriculum of the school. The curriculum, then, is concerned with the learner and with what he learns. Keeping the curriculum up-to-date involves putting to use (1) what we know about boys and girls and (2) what we know about how they learn, and determining what learning will be most useful to them in meeting the societal needs of our times.

## **Understanding Growth and Development**

The entire twentieth century has been marked by tremendous effort to establish new frontiers of knowledge concerning human growth and development. There have actually

Miss Helen Heffernan is Chief of the Bureau of Elementary Education of the California State Department of Education.

been more studies designed to deepen insight into how human beings grow and develop than in all other areas of concern to professional education. Pediatricians, psychologists, sociologists, cultural anthropologists, as well as child guidance clinics and laboratory schools have all contributed to our growing knowledge of child development.

From all this study and research we have been forced to accept, at least intellectually, the differences that exist among human beings. Recent public interest focusing on the education of talented or gifted children comes as no surprise to educators. The judgment of teachers working with children has long been verified by a wide variety of measurement instruments which revealed wide and persistent differences in ability, interest and achievement.

Teachers have long differentiated instruction in classroom groups to meet individual needs. Study and research in school systems throughout the country continue to reveal sound ways to gear instruction to individual needs. Gone is the formal recitation in which teachers attempted to drive all the children in a class down standardized roads to learning. The classroom has truly become a laboratory for learning in which a wide variety of activities designed specifically in terms of individual needs can go on simultaneously.

In these days no teacher can remain unaware of the pressures to disregard individual differences, to establish rigid standards and apply them to every learner, to "get tough with the kids." We need to be watchful about the impact of these pressures. Every teacher can exert significant influence in his community by pointing out the fact that educational progress depends upon how well schools are able to provide the conditions in which individual differences can be met, not disregarded. Most teachers would agree that these conditions include:

1. A teachable-sized class of about twenty-five pupils
2. Adequate instructional materials: films, filmstrips, recordings, models, trade books and reference books as well as textbooks; these materials carefully selected to meet a wide range of interests and abilities.
3. Readily available well-qualified consultation service for individual child study.
4. A well-organized in-service education program designed to in-

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Heffernan  
State  
Department  
of  
Education  
California*



*Arizona Teacher*

crease the sensitivity of professional personnel to the needs of children and to successful ways to meet these needs

5. A well-informed community ready to support the work of the teacher psychologically.

Keeping the curriculum up-to-date means keeping avenues of communication open to new findings in growth and development. Work carried on during the past twenty years under the direction of Dr. Daniel A. Prescott of the University of Maryland in developing child study groups of teachers in various parts of the country is illustrative of how teachers may acquire

A valid knowledge of the scientific principles that explain how children grow and develop, how they learn and become the persons they become, and why they behave as they do at the various development levels.<sup>1</sup>

Dr. Prescott's recent book *The Child in the Educative Process* will open new vistas of understanding of children to any teacher or parent who has come to a realization that the better we know children and youth the better can we rear and educate them. One of the most significant things that has been going on in professional education in our country has been the program of child study by small groups of teachers working together with effective consultant help to deepen their own understanding of children. Dr. Prescott's book is a detailed report of how this deepening insight can be put to use to effect the wholesome development of children and youth.

The writer visited the classes of a large number of teachers who had participated in child study groups for two or three years. Were there notable difference between these teaching-learning situations and those of teachers who had not participated? Rather consistently, it appeared that there were notable differences. In the former, the relationship between the teacher and pupils was warmer, more understanding, more informal. The relationships among the children were

more helpful and supportive, less critical; group purposes seemed to be as important as individual purposes. A wider variety of activities was going on at one time. The children were expressing themselves more effectively both orally and in their written expression. The expression in art and music and rhythms was more creative—evidently the children were encouraged to be their own honest selves. These teachers had definitely acquired the behavior necessary to create a comfortable accepting atmosphere conducive to growth.

#### How Learning Takes Place

Within the experience of the writer many theories of learning have emerged. Psychologists and educators generally agree that the last word has not yet been said about how learning takes place. Psychology has only emerged as a science during the present century and there are many unanswered questions.

Dr. Arthur W. Combs of the University of Florida has recently expressed his views in most optimistic terms on "learning as a problem of personal meaning."

He says:

Education, as we have known it, has done pretty well in two of its phases. It has been quite successful in gathering information and making information available to people. These problems we have pretty well solved. Our greatest failures are those connected with the problem of helping people to behave differently as a result of the information we have provided them . . .

Modern preceptual psychology is helping us to see this problem of learning in a somewhat different way. Learning, we are coming to understand, is not simply a matter of motivation, repetition, presentation, stimulation, conditioning, and the like, although, of course, all of these are part of the problem. Learning, we are coming to understand, is a problem of a total personality. It is a problem of an individual's personal discovery of meaning.<sup>2</sup>

Dr. Combs' point of view opens up exciting possibilities for the teacher. In the past we have thought of intelligence as a static quality of the individual. However, if rich and meaningful educative experience can increase the individual's perceptual field and provide for his "personal discovery of meaning," we might anticipate behavior

at an ever increasingly higher intellectual level.

Later in the same article, Dr. Combs makes an analysis of seven factors upon which an individual's perception is based. He lists these as follows:

1. The nature of the physical organism he possesses
2. The length of time he has lived
3. The opportunities he has had in the past to perceive
4. The operation of his current need (People perceive what they need to perceive.)
5. The goals and values the individual holds (People perceive what they value.)
6. The self concept (People perceive what seems to them appropriate to perceive.)
7. The experience of threat (Threat hinders perception.)

If the teacher recognizes his strategic role in increasing the richness, extent, and depth of perception, he can approach the task of improving the quality of educational experience with the utmost confidence and optimism. The perceptual psychologist definitely rejects the idea "that when you're born you're done for."<sup>3</sup>

#### The Societal Needs of Our Times

Although we are all interested in providing schools that meet the societal needs of our times, we must not be stampeded into departing from what we know makes a good school for children. We must have the courage to stand by what we have learned in our professional preparation and not imperil the welfare of children because of the demands of pressure groups which are all too frequently made without knowledge of the findings of reputable research. The following are illustrative of dangers growing out of ill-considered demands upon the school:

1. Pushing down subject matter

<sup>2</sup> Arthur W. Combs, "Personality Theory and Its Implications for Curriculum Development," in *Learning More About Learning*, Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1959, p. 9.

<sup>3</sup> See also Robert E. Bills, "Believing and Behaving: Perception and Learning," in *Learning More About Learning*, Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1959, pp. 55-78.

<sup>1</sup> Daniel A. Prescott, *The Child in the Educative Process*, New York: McGraw-Hill Book Company, Inc., 1957, p. 25.

learning to a younger age level upon children who have neither need nor readiness for such learning

2. Focusing too narrowly on certain types of educative experience to the neglect of the physical, social, and aesthetic aspects of development
3. Focusing attention and resources on the academically talented to the extent that there is rejection of children who have important and socially valuable contributions to make
4. Creating large class loads in order to provide special teachers in various fields thus making it impossible for regular classroom teachers to provide effective individual help for specific learning problems. After the establishment of these classes which seem to confer certain prestige values, are the enriched experiences actually being provided or are children receiving a watered-down college course rather than a broad general education?

#### Expected of Schools

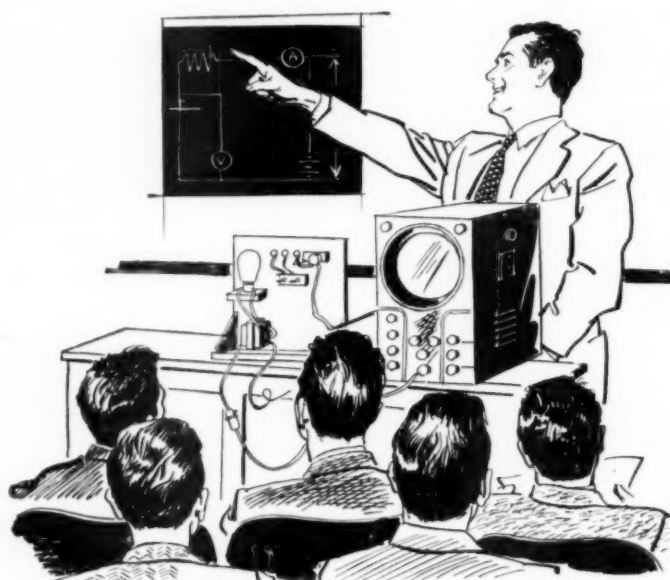
No doubt it is a tribute to the efficacy of education that people generally look to the school to solve the major problems of social life. It is easy to overlook the fact that only about two-elevenths of a child's time is actually spent in school while nine-elevenths is spent in the home and out-of-school environment. Obviously, more time is needed to establish closer contact between home and school. Obviously, too, communities should survey the conditions they provide which may or may not be conducive to the development of worthy citizens. Communities frequently function as agencies to defeat, through negative suggestions and experiences, the acceptance of values the school strives to establish. As a member of the community the teacher has a leadership role to see that his work is not rendered ineffective by selfish exploiters of youth.

Many influential groups are making demands for additions to the curriculum. Sometimes these demands are made by well-meaning

but uninformed groups who do not know that the subjects they are demanding have long constituted a substantial part of the curriculum. Others are asking that learnings that have no significance to the learner be dropped into the curriculum and that the teacher prove false the old adage of "leading a horse to water." Other demands come from self-interested groups desirous of building up the status of their own field of specialization. Others enamoured by the "machine age" are vigorously advocating

teachers accept a moral commitment to keep themselves well informed about research in their profession as well as about significant political, economic, and scientific developments throughout their world. Achieving the status of a well-informed person means wide reading, participating in community affairs, utilizing business and industrial resources significantly in teaching. The well-informed teacher must eschew the ivory tower and the cloister.

To keep the curriculum up-to-



*Action Research Best Way To Keep Up To Date*

"machine teaching." One has not far to look for the motivation prompting these demands.

Regardless of the motivation behind the demand, education must evaluate each proposal. Evaluation of any suggested innovation must take into account what the proposed change will contribute to meeting the accepted goals of education in our country. How does it relate to what is now known about growth and development at the age level for which it is proposed? Is it practical in the social setting of the particular school or school system?

The curriculum of the school will be up-to-date to the extent that

date, every teacher should have some professional problem on which he is currently working in the classroom. Action research is the best way to keep up-to-date. The number of unsolved teaching problems are legion although teachers who feel free to experiment with ideas, to evaluate the outcomes, to discard them, and to try again are making valuable additions to our professional lore. As teachers our task is to stretch the inquiring minds of children and youth. The teacher who performs this task best has a questing spirit which sees untraveled worlds of great promise stretching endlessly ahead.





*Dix W. Price, AEA  
Executive Secretary  
and General Counsel*

## It's Good But Not Perfect

*The AEA Executive Secretary  
Comments On Ten Years'  
Operation Of Arizona's  
Teacher Tenure Law*

Arizona's Teacher Tenure Law is regarded both as good and evil. It depends on which side you are on in a given, heated tenure situation. Probably no other Arizona statute feels such extremes of icy criticism and warm praise. "It means you can't fire a bad teacher," says some, while others praise it as "the teacher's Magna Charta."

Both are wrong.

Compared with other state Tenure Laws, the Arizona statute is somewhat mild in its protection of teachers. However, judged by the decisions of our courts, it has been established as adequate in protecting the good teacher in an unwarranted contract termination matter. Yet, it has worked to the benefit of school boards in 90% of the cases where trustees have taken proper action to dismiss teachers for "just cause." True, in various Arizona cases, the Supreme Court has sustained the Arizona Education Association and the teacher involved on procedural questions. In these cases, Boards have attempted otherwise warranted terminations but have ridden somewhat "roughshod" over the rights of teachers. Teachers are entitled to be "fired" properly. This may sound whimsical, but it is

axiomatic. The United States Supreme Court has reversed many an otherwise valid conviction because inalienable rights were violated. "Better the guilty go free, than the flaunting of individual rights be sanctioned," has become a legal adage. It is to this thesis that King John set his quivering hand at Runnymede; and that the Bill of Rights was written into our American Constitution.

### **Avert Unfairness**

Arizona has joined some 42 other states in providing some tenure for teachers. Unions, corporations and civil service give some degree of job security to the bulk of Americans. Yet, the teacher could be fired one day before school begins without hope of alternative employment. It was to avert this unfairness and give the teachers a sense of security that the tenure mechanism was conceived. It has been held constitutional in every major test; it has proven its merit in almost every state. Our State organization of Superintendents recently affirmed our Tenure Law at their Safford conference. Surely, superintendents should best know the value of this law.

In Arizona cases, our courts have

sustained the Board of dismissals for refusing to carry out the instructions of the principal, teaching for hire on school property, striking another teacher and refusal to return a signed written contract for the ensuing year within a reasonable time. Over the country, the following have been held to be "just cause" for tenure termination — insubordination, absence without permission after warning, encouraging a student to evade Selective Service, personal behavior in public places and refusal to teach assigned grade. On the other hand, courts are emphatic that the reasons for "just cause" must be real and not fanciful. Such must relate directly to the quality of teaching and effect upon students. Held not to be "just cause" have been — failure to hold a certain degree when no rule required such, public assertion of a right to a pay raise, fear of future conduct of the teacher, dissatisfaction of parents, candidacy for public office and two absences with reasonable excuse. The bulk of Tenure cases nationally point up the mutuality of continuing contract laws.

### **Dangerous Generalization**

The temperature extremes that

Turn to page 18



## Tenure

(from page 17)

the Tenure Law is all wrong, or all good, is dangerous generalization. The fact is, it probably needs careful amendment study after ten years of experience.

The proposed School Law Recodification measure (SB 18) now before the Arizona Legislature proposes several refinement amendments. First, it would authorize written notice of termination to be sent by registered mail or delivered in person to the teacher on or before March 15th. This is good. The AEA brought the six Marana cases because it felt the law should be definite in this regard and the Supreme Court emphatically sustained our position. Another amendment is that teaching a major portion of a school year shall be regarded as a full year towards acquiring tenure. An additional proposal being considered as an amendment to the bill provides that teachers may have 30 days after receipt of their written contracts for the ensuing year in which to sign and return them. This gives the teacher a reasonable time, yet insures that the school will have a teaching staff for the coming year before a fatal date. These are examples of good working amendments favoring both boards and teachers, which is the key to a better Tenure Law.

Those who acclaim the law as the ultimate need but note that it grants virtually no rights to probationary teachers (as do many other state laws), leaves many teachers unprotected (accommodation school teachers, teacher supervisors, etc.) and has other striking deficiencies.

As we "choose up sides" in the surge of partisan feeling about any particular tenure case, we should not judge ten years' operation of the statute involving 10,000 teachers by our own isolated feelings. Let's not "throw the baby out with the bath water." The Arizona Teacher Tenure Law is neither bad nor perfect. It is someplace in between.

# Arizona's Continuing Contract Law

By Order Of The Delegate Assembly  
The Text Of The Continuing Contract  
Law Is To Be Printed For The Membership  
Once Each Year

*Arizona's Continuing Contract Law for teachers became law, effective on March 15, 1950. The text of the law, as recodified in 1955, is presented in this brochure.*

Reprinted May 1956

## ARIZONA REVISED STATUTES

### Article 3

#### TEXT OF LAW—

#### 15-251. Definitions

In this article, unless the context otherwise requires:

1. "Certificated teacher" means a person holding a certificate from the state board of education to teach in the schools of the state.

2. "Continuing teacher" means a certificated teacher who is employed under contract in a school district as a full time classroom teacher, a school principal devoting not less than fifty per cent of his time to classroom teaching, or a supervisor of school children's activities, and whose contract has been renewed for his fourth consecutive year of such employment in the district.

3. "Probationary teacher" means a certificated teacher who is employed under contract by a school district as a full time classroom teacher, school principal devoting not less than fifty per cent of his time to classroom teaching, or supervisor of school children's activities, and who is not a continuing teacher.

4. "School board" or "governing board" means the board of trustees of an elementary school district or the board of education of a high school district.

5. "Superintendent" means the superintendent of schools of a school district.

#### 15-252. Automatic renewal of contract of probationary or continuing teacher; notice of termination

Subject to the provisions of Pgh. 15-257, the contract of employment of a probationary or continuing teacher for a school year shall be deemed automatically renewed for the next ensuing school year, unless, on or before March 15 immediately preceding the ensuing school year, the school board, a member thereof acting on behalf of the board, or the superintendent of the school district, gives notice to the teacher of the termination of his contract.

#### 15-253. Written notice to continuing teacher as prerequisite to dismissal

No continuing teacher shall be dismissed or his contract of employment terminated unless written notice specifying the cause or causes for dismissal or termination is first given the teacher by the school board, a member thereof acting on behalf of the board, or the superintendent.

#### 15-254. Hearing on dismissal

Within fifteen days after receipt of notice of dismissal or termination, a continuing teacher may serve upon a member of the school board or the superintendent, a written request for either a public or private hearing before the board. The hearing shall be held by the board not less than ten nor more than fifteen days after the request is served, and notice of the time

and place of the hearing shall be given the teacher not less than three days prior to the date of the hearing. At the hearing the teacher may appear in person and by counsel, if desired, and may present any testimony, evidence or statements, either oral or in writing, in his behalf. Within ten days following the hearing the board shall determine whether there existed good and just cause for the notice of dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of dismissal or termination. Good and just cause shall not include religious or political beliefs or affiliations unless in violation of the oath of the teacher.

#### **15-255. Appeal from decision of board**

A. The decision of the board shall be final unless the teacher aggrieved files, within ten days after the date of the decision, an appeal with the superior court of the county within which he was employed.

B. On appeal, the court shall hear and determine the matter *de novo*, not less than twenty or more than forty days after the date the appeal was filed. Pending determination of the appeal, the decision of the board shall remain in full force and effect, and may not be superseded.

#### **15-256. Suspension of teachers; hearing; contract termination**

A. The school board or the superintendent, with concurrence of a majority of the board, may, when such action is deemed justified, suspend a teacher. Suspension of a teacher from further performance of his duties shall be effected by a written notice to the teacher setting forth the grounds for the suspension.

B. A suspended teacher has the right to a hearing before the board as provided in Pgh. 15-254, and he shall be paid his full salary for the remainder of the school term during which the suspension is made.

C. If the suspension is made

permanent, the contract of the suspended teacher shall be deemed terminated.

#### **15-257. Limitations upon reduction of salaries or personnel**

Nothing in this article shall be interpreted to prevent a school board from reducing salaries or eliminating teachers in a school district in order to effectuate economies in the operation of the district or to improve the efficient conduct and administration of the schools of the district, but no reduction in the salary of a continuing teacher shall be made except in accordance with a general salary reduction in the school district by which he is employed, and in such case the reduction shall be applied equitably among all such teachers. Notice of a general salary reduction shall be given each teacher affected not later than May 1 of the calendar year in which the reduction is to take effect. A teacher dismissed for reasons of economy or lack of pupils shall have a preferred right of reappointment in the order of original employment by the board in the event of an increase in the number of teachers of the re-establishment of services within a period of three years.

#### **15-258. Resignation restrictions; violation; penalty**

A probationary or continuing teacher shall not resign during a school term or during a period of thirty days immediately preceding the commencement of a school term, unless the resignation is first approved by the school board. A teacher who resigns contrary to this section shall be deemed to commit an unprofessional act, and upon request of the school board shall be subject to such disciplinary action, including suspension or revocation of certificate, as the state board of education deems appropriate.

#### **15-259. Dismissal of probationary teachers**

The provisions of Pghs. 15-253 and 15-254 are not applicable to probationary teachers, but the

school board or superintendent shall, in cases where notice of dismissal or termination is given, incorporate in the notice a statement of the reasons for the dismissal or termination.

#### **15-260. Rights in employment not vested**

The provisions of this article may be modified, amended or repealed at any time and no person shall be deemed to have acquired any vested right to continuing employment under or by virtue of any provision of this article.

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### ***A Note From The Changing Times, The Kiplinger Magazine***

Of interest to the retired and the near retired, new government rules offer a long awaited break to people who want to switch money from E Bonds into H Bonds — the kind that pay cash interest twice a year, instead of having interest accumulate in the redemption value as it does with E Bonds.

Until now you could make such a transfer only by cashing in your E Bonds and buying anew. But when you did so, you were immediately clipped with income taxes on the piled up E Bond interest. Thus to move \$100 out of an E Bond, for which you originally paid \$75 and into a \$100 H Bond, you had to ante up income taxes on the \$25. Under the new rule, you can actually trade in your E Bond for an H Bond, and the tax on the past interest will be postponed until the H Bond is cashed.

The new system will be of help primarily to retired folks, widows and other bond holders who want to leave principle and previously earned interest invested, but who have reached a time when they need to collect future interest in cash to help with living expenses.



← *Intermission Time is "Opinion Time". Leaders Conference, Flagstaff*

*A knotty problem is discussed by a small group at the Salary School, Phoenix.* →



→ *Legislative Committee explains proposed bills. Tri-Conference, Phoenix.*



→ *Special meeting bringing together the State and a County Superintendent, the Secretary of State, the Executive Secretary of the State Schools Boards Association, Asst. State Attorney General in Charge of School Problems, a City Superintendent, and some members of the AEA Executive Staff.*

*Public Lands Committee meets with the Governor at the AEA Headquarters.*

→ *Insurance Committee and consultants tell of new and improved insurance plans. Tri-Conference, Phoenix.*



*Public Lands Committee meets with the Governor at the AEA Headquarters.*



→ *Teacher Education and Professional Standards Commission maps crusade for higher standards. Tri-Conference, Phoenix.*







# Committees!



Hundreds Of AEA-NEA  
Meetings Keep Our  
Profession United For

Quality  
Education  
In Your  
Community

...nda  
...e meets  
...sher of  
...n Daily Star,



...AEA Headquarters,  
Phoenix.



NEA Headquarters  
Washington, D. C.





*What Do We Want To Achieve  
In Our Teaching Of*

## Social Studies in the Middle Grades

*By Marie Jeanette Hayes*

We frequently hear teachers of the intermediate grades complain bitterly because they feel utterly defeated when it comes to getting history and geography across to their children.

"What can I do?" they question. "I drill and drill on the lesson and when it comes to review, they don't know a landform from a juniper."

It might be well to ask ourselves just what we want to achieve from our social studies program. So before we attempt to teach, let's define our goals. After that, let's see what method we should use to realize these goals. It might be easier to do this if, at first, we decide what we don't want to produce.

### **Not Our Aim**

First, producing quiz kids should not be our aim. We have, in the past, held too high a regard for those who can memorize answers. Many people can memorize facts and parrot them back on an examination. This, however, is no proof that they have assimilated the material nor that they have any understanding of the problem. Such discipline might train the memory but certainly is not conducive to original thinking nor does it train the mind to evaluate and draw conclusions.

Certainly, if we drill hard enough and long enough we can teach even

our slowest learner to parrot back to us that the Pilgrims landed on Plymouth Rock in 1620. So what? Will this memorization exercise produce a better understanding at the child's level of the needs of those people? Will it help him to realize that those people, as well as those who have gone before and our contemporaries, had the same basic needs and problems and that the bravest and most courageous, after recognizing their problem, work to find a solution? These are the pioneers. And every age has its pioneers.

Again, our goals should not be to produce students who can outline chapters and answer the questions at the end of the chapter. This technique is the surest confession that the teacher has come to the class unprepared. And children are the hardest people in the world to fool. Don't be a "Turn to page 85, read to page 94, outline the lesson and answer the questions at the bottom of page 94" kind of a teacher. The only thing you will produce will be a class of children who will develop an animosity for history and geography that will stay with them the rest of their lives.

History and geography are dynamic subjects and lend themselves to dramatic and stimulating discussions. In history the greatest drama that has even been written unfolds itself before the child.

True, the drama sometimes needs interpretation, and that is our job. However, we should be mature enough to allow our interpretation to be challenged. If we keep an open mind, we can frequently learn more from our students than we teach and so, no history lesson is complete without a class discussion.

Geography has been termed the mother of the sciences. Only when we tune our consciousness to the great forces in nature that are constantly at work building and tearing down can we help our children see the part in the drama of living that nature plays. For it is nature who, in the last analysis, determines the success or failure of many of man's actions. If man can adapt to the forces of nature and harness them for his use, he is a success.

In Arizona we teach history and geography as two separate subjects. However, we should make every effort to correlate them. An example may be taken from the fourth grade. The history text begins with



*Marie  
Jeanette  
Hayes*

*Teacher  
Benson,  
Arizona*



the Spanish explorations. This is good for our Spanish heritage still permeates many of our activities in Arizona. But since these children are receiving their first formal introduction to these subjects, let's permit the history to rest for the first few weeks.

### Prepare for the Drama

Regional geography is studied by the fourth grade. Let's use the first few weeks of school to prepare the stage for the drama. The first and second units in geography help us to do this. We talk about our town, then we talk about other towns that are located all over these United States. Then we consider the shape of our earth and the land masses. By this time we've a pretty good idea of the size and shape of our country and we know that we are a part of a great land mass that we call a continent. We also know that there are six other continents and that our continent and South America are the last to have developed great civilizations.

Now we're ready to talk about the regions of our country. But our geography text considers the eastern and middle regions before it takes up the dry desert country. Why not skip these two units for the time being? After all, most of the Spanish history that we study takes place in the Southwest. Isn't it easier for the child to understand this drama better if he studies it in its natural setting?

Then, when we get to the colonists from England, we can go back to the eastern part of the United States. This kind of correlation helps the child to understand the geographic problems and resources that were encountered by the people he is reading about in history.

It seems to me that we should lay more emphasis on geography than history during the intermediate years for it may be the last time they will be exposed to geography. History, they must take over and over again. How often have I heard my own children complain: "We've been studying about the Spanish explorers ever since

we've been in fourth grade!" So I would try to build my history concepts around geography.

Our goals in teaching social studies should be to build into the minds of children:

1. How they can live well where they are right now;
2. The responsibility of each for the participation in the good of all; and
3. How to develop an appreciation of people.

Our history and geography texts cover a wide range of material. If these understandings are to be developed, it is more feasible for us to choose the essentials we would like to dwell on and cover them well.



*Acquiring Skills*

We should be sure that children acquire skills that they can use in their acquisition of knowledge throughout their lives. A few of these skills are:

1. Time and concepts
2. Map skills
3. Good use of reference books
4. Newspaper reading
5. How to read history and geography books.

Now that we have determined our goals, how can we achieve them?

1. Let's not cheat ourselves on time. These are new ideas and it takes time for children to assimilate them.
2. Let's be sure that we choose what we want to teach before we

even begin and then stick to our decision.

3. Social studies is not an extension of the reading program. Even though a child cannot read, he can learn geography and history. First, we should teach the lesson by presenting all the ideas and concepts that are contained in the lesson. Then the poor reader can learn by listening and the reader will begin the lesson with a more secure feeling. He will be familiar with the fundamental points of the lesson. After reading is completed there should be time for class discussion. This discussion will clinch the ideas he has just read.

4. We must gear our own thinking and reading so that we continue to grow in our knowledge and understanding of the social sciences. Remember, the best teaching comes from the "overflow." The more background we have the better job we can do.

5. Last, and maybe this is the most important, let's not try to divorce social studies from social living. More of these concepts are caught than taught and your children will get their understanding of democracy, fair play and justice more from the classroom climate and the example we set forth than from anything that is said, regardless of how many hours we spend in planning how we'll say it.

### What Is Education

Education is a companion which no misfortune can decrease, no crime destroy, no enemy alienate, no despotism enslave, at home a friend, abroad an introduction, in solitude a solace and in society an ornament. It chastens vice, guides virtue and gives grace and government to genius. Education may cause financial sacrifice and mental pain, but in both money and life values it will repay every cost one hundredfold.

—Author unknown



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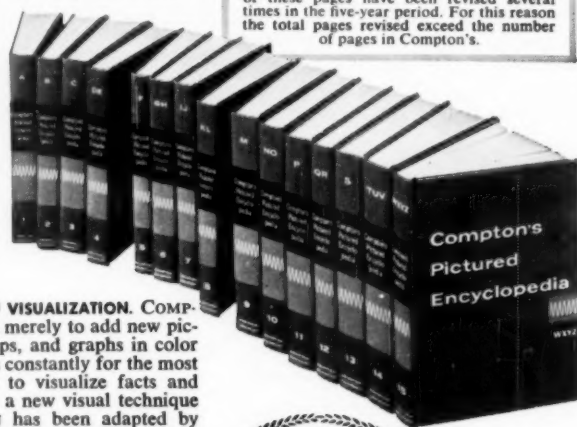
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Total new pictures, maps, graphs, and drawings .....	7,575
New pages added .....	812
Total pages changed .....	19,322*

\*Because of our fast-changing world many of these pages have been revised several times in the five-year period. For this reason the total pages revised exceed the number of pages in Compton's.



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City.....Zone.....State.....



# My Most Memorable Music Teacher

By Oscar-Ernesto Morales

I am at present living and working with the ghost of the most memorable music teacher in my public school days. No, I am not haunted nor am I suffering from hallucinations of any type. Let me explain.

Being first generation Americans of Mexican descent, music had always been a very important part of our life. However, this music was confined to folk singing and singing games. We had no phonograph, records or radio and we enjoyed making our music with the sociable piano which was a member of the family. We had no opportunities

for concerts and were really unaware of those opportunities if they were to be had.

It was not until my seventh year of school that I was blessed with a full-time music teacher—Miss McBride. I think back now to my elementary days and cannot recall anyone asking me if I would like to belong to the band or orchestra or even if I would like to learn to play an instrument. No one had asked me; I knew nothing of the organizations so I went along with the classroom teacher on the days music was taught while others left for what I understood to be a special group, one that I probably could not belong to. There was little in the way of music experiences; and what might have filled the needs of the other students certainly was not satisfying to me.

## So Much In Music

Then came junior high and the "special" music teacher. And it seemed as if I were a great powerhouse of musical expression just waiting to be tapped—a great natural resource, untouched and undisturbed until that general music class with Miss McBride. For me there was so much in music. Things that were around me musically were now taking shape from blurred items to clear images with meaning. And most important, music seemed to include me. I could excel within a group and be part of a group effort.

Well, how did Miss McBride do it? What was the "magic" in her "method?" It really is hard to pin down what makes something interesting to some and not so to others. As I recall the many words that to me were Miss McBride. I begin to build the answer. Cowboy songs and Negro spirituals, the Telephone Hour, Rise Stevens, the Messiah, Bach, woodwinds, mezzo-sopranos, Gilbert and Sullivan . . . all these things to me were Miss McBride. At that age I thought not of her as a person with feelings, troubles, a family—no, she was like a living music dictionary there for my personal use. How many new songs

about America that we had never sung at home! Then there was Stephen Foster. She had said that *Jeannie with the Light Brown Hair* was written for his wife. And Fritz Kriesler had had a serious automobile accident but he was well now and he would play on the *Telephone Hour* Monday night. Well, why was it that when he played it sometimes sounded like two violins? Double-stops had been the answer and she had cleared a confusing musical problem and led me to understand music better. She let some of the boys sing in front of the class. Anyone could volunteer and I did! It was a good feeling. We did many things in music and all of these were Miss McBride.

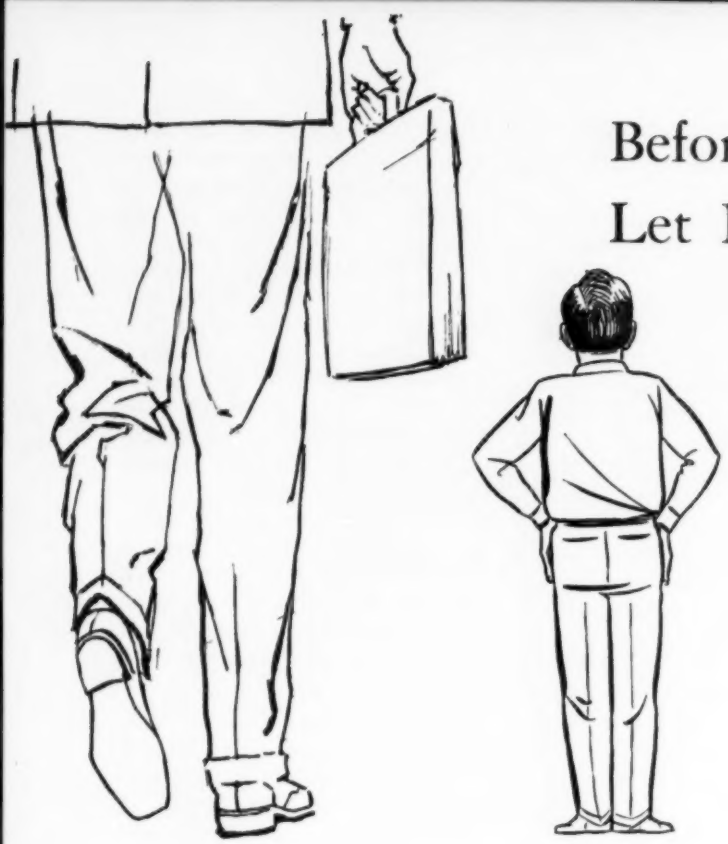
What made her memorable? After that year with Miss McBride music took on a new significance. No matter what type of music I heard sung or played, certain aspects of it I now understood and my interest grew and grew. In high school students were now talking of college . . . maybe, I could become a general music teacher. The thought never left me. Graduation came and the following fall I was enrolled as a music education major in a western school. Occasionally, I would see Miss McBride at the School of Music doing research or working on some project. As the years passed she seemed more a living person to me and yet I never forgot her as the "teacher" she had been to me. Yes, I might teach students as she had taught me.

The last time I saw Miss McBride was at a concert of the Messiah. And I could not help thinking then that my career had actually started that seventh year of public

Turn to page 31

Oscar-Ernesto  
Morales  
Music Teacher  
Vail  
Junior High  
Tucson





# Before I Leave Let Me Tell You

*The Cynic And The  
Novice Discuss  
The Teaching  
Profession—*

## **The Conversation:**

Novice: I think I'm going to like this profession.

Cynic: Did you say "profession?"

Novice: Well, isn't teaching a profession?

Cynic: Of course not! A profession is, among other things, a select group of highly trained people dedicated to certain principles and beliefs. Teaching is a Catch-All!

Novice: Oh, come now, surely teaching isn't that bad!

Cynic: Well, maybe not quite that bad. I'll have to admit that teaching is slowly developing in the direction of professionalism, to use that word without its usual financial implication. However, the progress is painfully slow.

Novice: Why so slow?

Cynic: Well, my young friend, our so-called profession is now and has always been, in my time, watered-down by a number of groups to whom the professional growth of teaching is of little or no importance.

Novice: What do you mean by groups?

Cynic: O.K., you asked for it. In

general, and despite obvious overlapping, we might classify them in the following categories:

1. Those married women (and sometimes married men) who use teaching primarily as a means to augment the family income.

2. Those unmarried women who use teaching primarily as a stop-gap until they acquire a husband.

3. Those young men who plan to teach for a few years until they can do what they really want to do. Unfortunately, many of them get stuck.

4. That group of classroom technicians of varying ability who consider teaching as a not-too-satisfactory but nevertheless expedient way to earn a fair living and who, consequently, are forever complaining about it.

5. And finally, scattered among them all, are the non-intellectuals (even anti-intellectuals) who in reality are the adult version of the all-too-common teenager with his distaste for anything with an intellectual or academic nature. They usually look at teaching as a sort

of a trade or a job to be done. Of course, in my opinion, a non or anti-intellectual attitude has no more place in teaching than does a non or anti-religious attitude in the pulpit.

Novice: Well, admitting for the sake of argument that these groups exist, don't you believe that there are many good teachers among them?

Cynic: Some are good teachers; some are excellent teachers, but for the most part they are non-professional; not unprofessional you understand, but largely indifferent to teaching as a life work with the implied idealism and dedication.

Novice: Don't most of them pay their professional dues?

Cynic: Yes. Joining a professional organization, while very important, doesn't make a teacher professional any more than paying taxes makes one a good citizen.

Novice: What then is necessary to make teaching a profession?

Cynic: That, brother, is the \$63.50 question. Obviously, one of the chief troubles with teaching is that it is too easy to get into and too easy to remain in. It will never be a real profession until the vast majority in it are there because

Turn to Page 36



# Visiting Among Our Neighbors

By Joseph N. Smelser,  
Member AEA Editorial Board

While Paul Nash was teaching at Clark University, he sampled the opinion of college juniors, seniors and graduate students relative to the Bill of Rights. In part, the following are the results:

1. Opposed to the freedom of religion clause—25.7%
2. Opposed to the freedom of speech and press clause—27.5%
3. Opposed to the self incrimination clause—37.1%
4. Opposed to the due process clause—31.4%
5. Opposed to the confront accuser clause—77.1% (*Social Education*, Dec. 1959)

Whatever this means, we don't know. It would be interesting to have comparable statistics of 125 years ago. The negative scores could conceivably be greater back in those good old days, but we like to doubt it.

"Children take in so much more with less labor through their ears than through their eyes. I do not remember reading any book from cover to cover with my boys. But I gave them, in my own language, all I had digested from my reading of various books and I dare say they are still carrying a recollection of it in their minds . . . and from the questions that my talks prompted them to put, I had a measure of their power of understanding . . . I have always felt that the true textbook is the teacher. I remember very little my teachers taught me from textbooks, but I have even now a clear recollection of things they taught me independently of books." (Gandhi, an Autobiography, Beacon Press)

It is possible that many teachers are more interested in getting stu-

dents to "work" than having them learn. (A throw-back to Puritan philosophy?) In the extent that this is true we find the flavor of unadulterated sadism.

"When I am dead I hope it may be said: His sins were scarlet, but his books were read." (*On His Books*, Hiliare Belloc)

"We find for everybody who is powerless, justice and truth are the most important weapons in the fight for his freedom and growth. Aside from the fact that the majority of mankind throughout history has had to defend itself against more powerful groups which could oppress and exploit it, every individual in childhood goes through a period which is characterized by powerlessness. It seems to us that in this state of powerlessness, traits like the sense of justice and truth develop and become potentialities common to man as such." (*Escape from Freedom*, Eric Fromm)

## She Was Inside

I recall particularly the bravery in one mother's voice as she related to me: "My little girls likes it in school, her teacher and the other children, but she keeps telling me that the people outside make so much noise. She wants to know what they are doing there. What shall I tell her?"

"My reply had to be that it would take more wisdom than I have to explain to a 6-year-old child that the mob was outside because she was inside." (Reported to the *Congress of Racial Equality*, 38 Park Row, New York 38, N. Y.)

The desensitization of twentieth century man is more than danger to the common safety. It represents the loss or impairment of the nobl-

est faculty of human life—the ability to be aware of both suffering and beauty; the ability to share sorrow and create hope; the ability to think and respond beyond one's wants. There are some things we have no right ever to get used to. One of these most certainly is brutality.

. . . It is almost impossible to watch television for fifteen minutes without seeing people beaten or shot or punched or kicked or jabbed." (Norman Cousins, *Saturday Review*, May 16, 1959)

Or pistol-whipped or rabbit-punched or eye-gouged!

## Teachers Are People

Teachers are people with brains in their heads, love in their hearts, energy in their bones, and chalk on their noses. They come in all sizes, shapes, and in both sexes—which makes it nice for other teachers. They work at top speed, arrive early, stay late, have the wisdom of Solomon, the patience of Job, the drive of a jet engine, the calm of a June night, and the glamour of Grace Kelly.

But when the last day of school rolls around . . . and Tommy comes to class with a wilted bouquet clutched in a grimy hand, Betty whispers a secret she wouldn't tell anyone else, Ann cries because you won't be her teacher next year, your class median is a year above the national norm, and someone discovers Johnny CAN read . . . then you know no other "job" could possibly be like this one.—Adapted from Ruth Leickert, N. Y. State Education.

# Mental Health Facilities In Arizona

By Donna Olney, Chairman  
AEA Mental Health Committee

Are we using the mental health facilities already available in Arizona? Do we recognize our own needs? Are we aware of the help available?

Mrs. Laura Ganoung, Director of Special Education, Tucson Public Schools, has directed some effort toward compiling a list of mental health facilities for future reference. We hope you will clip the following list of Mental Health Association Chapters in the State and put it in your active file for future reference.

Chapters	Presidents	Address
Cochise	Mr. Bryan Gray	Box 545, Bisbee
Coconino	Dr. F. W. Jerse	Flagstaff
	*Mrs. Olive Orr	Box 711, Flagstaff
Gila	Mrs. James Bernstein	1113 Live Oak, Miami
Greenlee	Mr. Victor Meneley	Clifton High School, Clifton
Maricopa	Wm. F. Hall, Ph.D	125 E. Lincoln, Phoenix
	*Mrs. Faith I. North	1515 E. Osborn Rd., Phoenix
Mohave	Mrs. Bernice Hulet	P. O. Box 1003, Kingman
Navajo	Mrs. E. C. Barkman	897 Williamson, Winslow
Pima	Mrs. Royal Irving	233 Calle de Madrid, Tucson
	*Mrs. Elizabeth Basteen	5 West Jackson, Tucson
Santa Cruz	Mrs. Donald Ockander	119 Alameda, Nogales
Pinal	Rev. Mac R. Stanley	P. O. Box 426, Coolidge
South Side (Maricopa)	Mr. M. D. Geraghty	1501 E. Neilson, Mesa
Verde Valley	Mrs. Joyce Crawford	Box 119, Cottonwood
W. Yavapai	Dr. Horace E. Warner	Copper Basin Rd., Prescott
Yuma	Inactive at present	

## \*Executive Directors

Mrs. Mary S. Brooke, Box 71, Whipple, Arizona, is State president of the Arizona Association for Mental Health.

The list of mental health facilities in Arizona, as submitted by Mrs. Faith North, is pitifully short as evidenced by the following:

### Mental Health Division of the Arizona State Department of Health

The Development Center, 1616 West Jefferson, Phoenix

Tucson Child Guidance Center, 522 N. Tucson Blvd., Tucson

Maricopa Child Guidance Clinic, 1515 East Osborn Road, Phoenix

The outpatient clinic of Arizona State Hospital. Services are available on Thursday afternoon.

The outpatient services supplied by the Pima County Mental Health Association at the State Government Building in Tucson. Services are available under Mr. Nick Bahn who works in cooperation with the Arizona State Hospital on behalf of residents in the southern part of the state.

The Veteran's Administration Hospital Mental Hygiene Clinic, 7th Street and Indian School Road, Phoenix. Services are limited to veterans.

Mrs. Ganoung reported that in the Tucson area the Mental Health

Turn to page 36



## About Our Authors

### Helen Heffernan

Miss Heffernan, a Chi State honorary member, has been in the State Department of Education since 1925. She was Chief of the Division of Elementary Education until 1946, except for a leave of absence to serve as Field Representative for the Inter-American Project of the U. S. Office of Education in 1942. From 1946 to 1948 she was Elementary Schools Officer for the Headquarters Staff, Supreme command of the Allied Powers in Tokyo. She has been in her present position since January, 1948. Miss Heffernan has published the *California Journal of Elementary Education* since 1931, has contributed widely to professional yearbooks and journals, and has written a number of books. She is in demand for professional meetings all over the country.

### Marie Jeanette Hayes

Mrs. Marie Jeanette Hayes is completing her second year as a fourth grade teacher in the Benson Schools in Arizona.

She is a native of Pennsylvania, having been born in Philadelphia. She has a B.S. degree from Slippery Rock State College, Slippery Rock Pa. and an M.S. degree from Westminster College, New Wilmington, Pa. For a number of years she was principal of the Washington School in Greenville, Pa.

Mrs. Hayes has five children; three teenage girls in high school, a daughter who is a sophomore in the University of Arizona and a son in Berkeley, California, who is doing second year graduate work in chemistry on a grant from the Atomic Energy Commission.

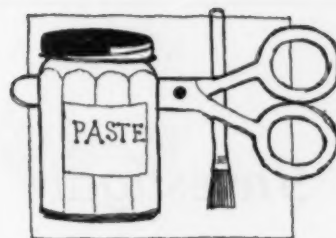
### Oscar-Ernesto Morales

Oscar-Ernesto Morales is Director of Vocal and General Music at the Alice Vail Junior High School in Tucson, Arizona.

He is a graduate of the Tucson Public Schools and majored in music education in a western college. After his graduation he served with the armed forces. Upon completion of his stint for his country he returned to Tucson and was assigned to the same school and the same work that his "most memorable teacher" had loved so well.

In addition to his regular teaching duties, Mr. Morales is currently enrolled in a graduate music course at the University of Arizona.

# Clippings, Quips and Quotes from The Editor's Desk



## Too Quick for Comfort

It takes a new-born American just five years to graduate from cradle to classroom — a fact that makes school executives quake in their boots when they look at the latest birth figures from the U. S. Public Health Service. As they read that more babies were born in the United States in the first seven months of 1959 than in the first seven months of any year in history, school personnel can't help thinking of the first day of school. September, 1964—and are tempted to hide their heads under the latest budget report.

## To Evaluate Speech Translator

The usefulness of the visible speech cathode ray tube translator in teaching speech to deaf children will be evaluated by Wayne State University personnel. A grant of \$16,627 by the U. S. Office of Vocational Rehabilitation will finance the research. Dr. George A. Kopp, director of the speech and hearing clinic, will direct the project.

## Briefly Speaking

We gave him 20 minutes  
He finished up in 10.

Oh, there's a prince of speakers  
And a servant unto men.  
His diction wasn't such a much;  
He hemmed and hawed a bit,  
And still he spoke a lot of sense,  
And after that—he quit.  
At first we sat plum paralyzed  
Then cheered and cheered again;  
We gave him 20 minutes,  
But he finished up in 10.

## Film on Making of China Available

"Choice In China," a new 16mm color film about the designing and manufacture of china, is now available.

Home economics teachers will find the film useful in teaching

table setting and serving. It tells graphically the part fine china plays in modern living.

Information may be obtained by writing C. P. Wells, Ideal Pictures, Inc., 58 E. South Water St., Chicago 1, Ill.

## Superintendents Raise Standards

Beginning January 1, 1964, all new members of the American Association of School Administrators, NEA, must submit evidence of successful completion of two years of graduate study in university programs designed to prepare school administrators and approved by an accredited body endorsed by the AASA executive committee. This action was taken at the February 1959 AASA convention in Atlantic City.

## NEA Convention Cities Picked Through 1964

The forthcoming NEA Convention cities have been selected as follows:

- 1960—Los Angeles (June 26-July 1)
- 1961—Atlantic City
- 1962—Denver
- 1963—Detroit
- 1964—Seattle

## From School Registers of 1846-48

Salaries for women were \$5, \$6, \$7, and \$8 per month; for men \$11, \$12, \$16, \$18, and \$20 per month.

Pupil ages ranged from two years to eighteen years.

Calendar: The school year was apparently from the first of November until about the middle of March, and then from about the first of May through August. Probably planting and harvesting were more important in those days.

## Dilemma

Sign in a principal's office: "Are you helping out or are you part of the problem?"

## Career

Teaching as a Career. Booklet, 34 pp. by John Whitlaw, Shirley Radcliffe, and Florence Friedlander. Published by U. S. Office of Education, 1959. Copies \$.20 from Supt. of Documents, U. S. Govt. Printing Office, Wash. 25, D. C. Answers questions concerning opportunities in education.

## Narcotics Education

Listen, A Journal of Better Living gives scientific education for the prevention of drug addiction and alcoholism. With each issue comes a Teacher's Guide. It is suitable for use in social science, homemaking, guidance, science, health and physical education, and driver training classes. Address inquiries to Narcotics Education, Inc., 6840 Eastern Ave., N. M., Washington 12, D. C. (Subscription, \$2).

## Plan 18 American Operas

Four American opera companies announced that they will seek, and hope to produce in the next eight years, 18 new operas written by Americans. The Ford Foundation announced a \$950,000 appropriation for the undertaking, in which the participants are the Metropolitan, Chicago Lyric, San Francisco, and the New York City Opera companies.

## Think

The most embarrassed person around last month was a successful businessman, himself a former teacher, who was on his way to speak to a PTA meeting and ran out of gas on a desert road. He arrived 10 minutes late by flagging a ride with a passing motorist. The subject of his talk: "Teachers Must Think Ahead."

*Investigate the  
AEA, Horace  
Mann Savings  
Plans, Retirement  
Income  
Plans and  
SAVE on your  
Auto Insurance*

To Have What  
You Want  
When You  
Get There



Start  
Now  
By Sending  
Some On  
Ahead

Also . . . Information is now available on the new Horace Mann Fund, Inc. Investigate the diversified managed investment in United States business enterprises.

I would like more information on:

- ☐ Buying shares in Horace Mann Fund, Inc.
- ☐ Saving on my Auto Insurance
- ☐ Savings & Retirement Plans

Street

Name

City

School



## Music Teacher

(from page 25)

school. I wanted to thank her, talk with her—explain my gratitude. But like it happens so many times one is unable to express these things. Why? Fear of doing it badly, fear of creating a scene of melodramatic interest to no one. Then years later you want to relive that moment. The years have given you the proper words and a certain amount of maturity teaches you what thankfulness is.

I graduated. In one hand I received my degree and in the other a notice to serve my country for two years. After returning from the service I was hired as a music spe-



cialist to replace a music teacher who had passed away in the spring. My new responsibilities were to carry out the program that Miss McBride had carried on for many years, and, of which I had been a part! I would work in the classroom she had used and for the same administration that had guided me through seventh grade. Now the cycle was complete.

### Everything Cataloged

In carrying out my duties I use so much of the materials, ageless, that she used—sheet music, textbooks, instruments and recordings. Everything had been cataloged in her handwriting. Miss McBride had the habit of writing little memorandums and notes to herself. In some she made suggestions for correcting shortcomings in the curriculum and others dealt with ad-



### IS IT ETHICAL . . . for a faculty member to appear before the school board asking for personal favors?

WHEN MR. SPERRY, the junior high science teacher, heard that the senior high science teacher had resigned, he told his superintendent of his interest in being transferred to the senior high science department. Since the superintendent felt that Mr. Sperry had been doing excellent teaching in the junior high science department he tried to persuade him to remain in the junior high position. The superintendent reluctantly agreed to consider Mr. Sperry among other applicants for the position.

A few days later Mr. Sperry again conferred with the superintendent, this time requesting an appointment with the school board in order that he might personally present his interest in transferring to the senior high directly to the school board for their consideration. Mr. Sperry's request was granted and arrangements were made for him to appear at the next school board meeting.

Were Mr. Sperry's actions ethical?

Many school systems have written school board policies which are distributed to the faculty and staff. Generally, these policies specifically state that the superintendent shall make recommendations for all appointments, promotions, and dismissals for consideration by the board, and that teachers shall teach the subject matter assigned by the administration.

Wouldn't it appear unethical for one teacher, even though he is already in the school system, to seek an advantage over other candidates for the same position by going to the school board? It is obvious that few boards of education can afford the time to interview each and every candidate for each and every teaching position in the school system.

Wouldn't you consider it unethical for a teacher to attempt to "go over the superintendent's head" by going to the board of education? Actions such as this will not work to promote good professional harmony and unity in a faculty.

### AEA-NEA Code of Ethics

*Fourth Principle:* (1) Conduct professional business through the proper channels.

ministrative details for assemblies and the like. At the end of a hard day's work as I draw the blinds and gaze over the quiet empty desks during the day have held half a thousand students, I wonder if Miss McBride is pleased with me. Have I done certain things in a fashion that are not acceptable to good teaching? How can I improve? What have I done right and what have I done wrong? And many times going through the music files, I have run across some of her notes

and how many times have my questions been answered by these notes? I cannot but believe that her ghost . . . this most memorable music teacher . . . has written them for me.

**EDITOR'S NOTE:** Miss Heloise McBride was a music teacher with the Tucson Public Schools from 1930 to 1958. She taught at the Roskrige elementary school, 1930-36, was on graduate study leave, 1936-37, and returned to Roskrige junior high, 1937-55. She transferred to Alice Vail junior high in 1955 and remained there until her death on May 2, 1958.

# The Past Decade In Education

We look back at the 1950's and find it was a decade during which the gross national product rose from \$285 billion (1950) to nearly \$500 billion (1959); school expenses rose from \$5 billion (1950) to \$15 billion (1959). Enrollment rose 47 per cent in the 10 years. It was the decade during which a metal sphere hurled into space from a Russian steppe convulsed American education.

The decade started with irresponsible attacks on the curriculum and on pub-

lic schools generally. Schoolmen counterattacked and laid low the irresponsibles.

The citizens committee movement began in earnest early in the decade. Its chief promoter was the National Citizens Commission for the Public Schools. The years 1950 through 1959 were a period which saw the birth of the National Science Foundation and the Ford Foundation; the enactment of Federal aid to school districts overloaded with children brought in as a

result of Federal activity; and the inauguration of Federal Social Security and tax exemption plans for classroom teachers.

It was a decade during which James B. Conant acted as senior statesman for U.S. education; William G. Carr became head of the National Education Association; and Dwight D. Eisenhower served on the Educational Policies Commission.

The major events of each of the 10 years might be these:

**1950:** The Kellogg Foundation launched a multimillion dollar effort to improve the quality of administration in public schools.

**1951:** West Point expelled ninety cadets accused of cheating in examinations.

**1952:** The Federal Communications Commission reserved 242 TV channels for exclusive use by schools, colleges, and other educational agencies.

**1953:** Congress created the Department of Health, Education, and Welfare.

**1954:** United States Supreme Court outlawed segregation in public schools.

**1955:** Two thousand delegates assembled in Washington for the White House Conference on Education—the first such meeting in the history of the United States.

**1956:** The Committee for the White House Conference on Education sent its report to the president. One recommendation: expenditures for education must double within 10 years.

**1957:** President Eisenhower ordered Federal troops to Little Rock to enforce the authority of the Federal courts.

**1958:** Congress passed the National Defense Education Act.

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✓ Can obtain aspirins at a 50 per cent discount.

✓ Has a foolproof method of increasing teacher salaries and building new buildings while lowering the tax rate.

✓ Can negotiate between the horse and buggy and space ship schools of education without splitting the child's personality.

From The Nation's Schools.

## Look - Hear - Now

by Dorothea Pellett

Audio-Visual Consultant  
Topeka, Kansas, Public Schools

What acceptable and versatile learning instrument filmstrips are becoming! Most are tailored for the students who will use them.

Just one frame from a strip can make a basis for an entire lesson, when students become actively involved and start on their own discoveries and expressions. Or, the sequence of an entire strip may amplify the learnings for a whole unit of study.

With an individual viewer—the desk type or the tiny hand-held type—along with the filmstrip, one student may find for himself a whole new wealth of materials to explore.

"Shortstrips" are not only new; they are excitingly different. "Shortstrips" are a most flexible and practical package, made by Encyclopaedia Britannica Films to meet this individual-use advantage, but they may be projected also for an entire class. A desk viewer or a non-breakable hand-viewer may be used in the room's natural light to magnify the pictures for personal viewing. Each packet's 12 different strips, of 14 full-color frames in each, deal with 12 different but related subjects. Each strip is mounted flat in a clear plastic holder, and may be slipped out for class-projecting, or viewed in the holder or with the hand-viewer held toward the light. In the holder, beside each frame, are printed questions or comments which involve the child personally in reading and remembering, comparing and exploring about the content of the pictured idea. On the back, seen through the plastic too, using the same controlled vocabulary as the front side, the child finds a paragraph introducing the subject and starting his own thinking related to the accompanying filmstrip. Available now to purchase from Encyclopaedia

Britannica Films, 1150 Wilmette Avenue, Wilmette, Ill., are two "Shortstrips" sets: "Learning About People" (Seeing, Hearing, Feeling, Tasting, Smelling, Homes, Clothing, Food, How Do You Feel? Who's Afraid, You Have An Idea, How Can You Say it?) and "Exploring With Science" (Sun, Earth, Universe, Seasons, Day, Night,

Weather, Power, Plants, Animals, Humans, You Are Alive).

Easter and the dramatic return of spring are discovered new by each year's primary grade children. Two delightful new filmstrip stories from Society for Visual Education, 1345 Diversey Parkway, Chicago 14, are "Mother Hen's Sur-

Turn to page 34

## JAPANESE String PAINTING

Fascinating and simple as can be to do.  
Enchantingly Oriental in effect.  
It's string, water colors and paper.

NEW HORIZONS  
a suggestion  
we hope proves helpful

Show your students the enjoyable new art of string painting. Its appeal is to any grade-school age. It is sure to intrigue and stimulate young imaginations.

With only common string, tempera or powdered water colors and paper, youngsters create novel double-image designs. Each design is a delightful surprise; every pattern is new and exciting—the paint-soaked strings having fallen into their own pattern on paper.

Use tempera or powdered water colors. Make a few trial tests to find best paint consistency.

To get seasonal designs, try light spring pastels, gaudy summer hues, warm autumn shades, soft winter tones. For bold tropical florals try 2 brilliant colors; subtle monochromatic, light tints.

### EASY HOW-TO-DO-IT



Drop onto a fold of paper a string dipped in paint.



Fold paper over. Press down and pull out string.



Try one color. Then, different colored strings.

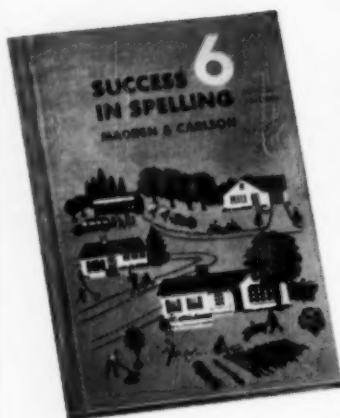


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## Look-Heer

(from page 33)

prise" and "Mary's Easter Lamb." These beautifully colored strips may be had with their stories printed in a booklet or narrated in 33 1/3 rpm recording.

Here are filmstrips to help you "like what you know" about art. Truly a most significant gift to the investigation and enjoyment of the arts of painting and sculpture is this new set of 10 full-color strips, photographed from the original works of art exhibited in the National Gallery of Art, Washington, D.C. "National Gallery of Art" gives a full history of art course or any one work from the gallery to enjoy. Four strips deal with the Renaissance, from its medieval Byzantine and Romanesque roots to the High Renaissance; and six bring art from past to present in the Low Countries, in Spain, in England, in Royal and in 19th Century France, and in the United States, closing with the works of "the Eight." The strips picture each work of art in its entirety before they photograph close-up details, preserving integrity and presence of each work.

Attractive and well-researched, four color strips, "Life in Elizabethan Times", from McGraw-Hill Text-Films, 330 West 42nd St., New York 36, transplant and repeat history for social studies and English classes in junior high and on.

From McGraw-Hill also, six color strips, "Understanding Poetry," analyze forms of sound effects, meaning, rhythm, figures of speech, forms of verse, and finally, how to write a poem.

For upper elementary grades, other new and excellent McGraw-Hill sets include: six color strips, "Stories From the Old World," all true, about life in a monastery, the Crusades, Prince Henry, Charlemagne, Gutenberg, and King John and the Magna Charta; six color strips in the Set No. 7 of Elementary Science Series, on light, sound, atoms and molecules, stars, prehis-

toric animals, germs and antibiotics; and six color strips in Set No. 2 Arithmetic Series, on the history and ways of telling time, measuring, understanding and using fractions and decimals, percentage and using money, valuable for social studies as well as mathematics.

From Society for Visual Education, for upper elementary and on, "Living in the Soviet Union Today," seven color strips, are actual photographs made recently by American visitors in and near Moscow, Leningrad, Kiev and Tashkent, showing homes, markets, schools, youth camps, farms natural resources, industries, ways to travel and communicate, and contrast "old" and "new" ways. For science, grades 6-9, also from SVE, six color strips, "Our Ever Changing Earth" photographs and diagrams the effects of internal forces, of water—ground water and running water—snow and ice, of the wind and the sea. For younger students, SVE's new sets include: "Group No. 2, Basic Primary Science," six color strips, finding out about seeds, bulbs and slips, how animals live, your own body, how things change, about day and night and the clouds, drawings and diagrams, as was the "Group No. 1"; and photographs and drawings to tell "How We Get Our Homes," "How We Get Our Clothing," and "How We Get Our Food," each set having four strips, in full color, to interest the nine and ten-year-old children.

## Chairmen

So, You're the Chairman. Booklet, 27 pp., by Fred Vescolani and Roy Edelfelt, college of education, Michigan State University. A concise, rapid-fire analysis of leadership and group process before, during, and after discussion sessions. Designed to help the chairman size up his group and guide it intelligently toward its recognized goals. Available from Arthur C. Croft Publications, New London, Conn. at \$1 per copy.



# The State Superintendent Of Public Instruction Says:

## The Legislature Is Meeting And Laws are Being Made

You are all aware a lot of bills in the legislative hopper now deal with matters vitally important to education. Each of us must be concerned with all of these. Your legislator *wants* to know what your thinking is on any of these bills and he will appreciate hearing from you by phone or letter, and your opinion will be given serious consideration.

We have been meeting with the

House Committee on Education, chaired by the very capable Tommy Knoles. This Committee is *really* interested in education and wants to obtain sufficient facts to make worthwhile decisions. I have faith in them and in their firm intention to be deliberate and fair in their judgments. They realize what they do in this session, and the pressure is terrific, will have a far-reaching effect on the future of our State. It's a man-sized job! Let's help all we can.

*Let your legislators know your views. Others do it, and legislators are glad to hear from their constituents.*

## Opinion Sampling Shows More Discipline Desired

Parents are not alone. The experts, too, are puzzled by the difficulties of making the younger generation behave.

A sampling of opinion on the school disciplinary problem held by members of Phi Delta Kappa, a highly select group of men representing all levels of professional education, shows little unanimity.

However, 60 per cent of the Phi Delta Kappans polled think that, in general, school discipline is not strict enough. Elementary and high-

school teachers among respondents were more firmly convinced of this than superintendents and principals. Only 38 per cent of those who replied are satisfied that discipline is as firm as it needs to be. Two per cent are undecided.

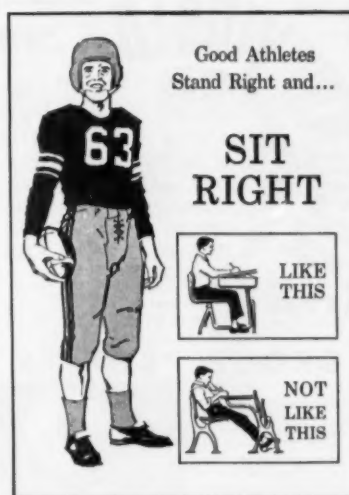
There was quite a bit more unanimity on the question of permitting teachers to use force in keeping discipline. A solid 70 per cent of the Phi Delta Kappans who replied favor legislation which would permit teachers to use force, in those states where legal restrictions exist.

## April 3-9 Is Date Set For National Library Week

April 3-9 has been designated as the third nationwide observance of National Library Week, sponsored by the National Book Committee, a non-profit citizens organization, in cooperation with the American Library Association. Teachers, school and public librarians, and other leading citizens in over 5,000 communities in all 50 states participate in the observance.

A colorful School Kit of 1960

National Library Week promotion aids created for use by teachers was made available by NLW headquarters early in January. The kit will assist teachers in planning NLW classroom and community activities. It is offered to teachers at a special price of one dollar and is keyed to the 1960 NLW slogan, "Open Wonderful New Worlds—Wake Up and Read."



One of 4 attractive full-color Posters from our new 1960 Posture Package. FREE to you!

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## SUMMER SESSIONS ABROAD

1960

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Several plans to fit individual requirements from \$625 including tuition, board and room, and activities, a and ROUND TRIP BY PLANE, NEW YORK-MADRID-VALENCIA.

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A fully accredited **University of Arizona** program, directed in cooperation with professors from **Stanford University, University of California,** and **Guadalajara,** it will offer in Guadalajara, Mexico, July 4-Aug. 12, courses in art, folklore, geography, history, language, and literature. \$240 covers tuition, board and room. Write Prof. Juan B. Rael, P.O. Box 7227, Stanford, Calif.

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## Mental Health

Association is very active. Through the enthusiastic efforts of the Tucson Education Association Mental Health Chairman, the project has received good publicity and planned programs.

The Mental Health Committee is making plans to work through the staff of the Maricopa Accommodation Schools for Handicapped Children to obtain information on where to find aid in extreme cases as well as in everyday problems.

May we remind ourselves once more of the primary importance of good mental health for every teacher, as well as every administrator. Do we need to reiterate the importance of good mental health practices in every classroom? Under our guidance, does every child's experience in school give him a sense of individual worth, make him feel a welcome part of the group, and help to place him in satisfying relations with others? Have we become the friend of each child in the broadest sense, and does he know our feeling?

Let us question ourselves carefully, and seek to reconstruct where reconstruction is needed!

## AEA Services for You

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| <input type="checkbox"/> Term Life Insurance   | <input type="checkbox"/> National and statewide conventions                               |
| <input type="checkbox"/> Low Cost Auto Insurance                                     |   |
| <input type="checkbox"/> Right to a hearing by fellow teachers if unjustly dismissed |   |
| <input type="checkbox"/> Consultative service on legal problems                      |   |

**Cynic and the Novice** (From Page 26)  
they really want to be teachers; are really proud to be teachers, and intend to make teaching their primary intellectual and vocational activity.

Can you imagine the ranks of law or medicine becoming cluttered up with people who use them as temporary, secondary, expedient, incidental occupations?

Perhaps we should require six years of education, one year of internship and/or the passing of a professional entrance examination along the lines of the Bar Examination, plus obligatory membership in a powerful professional organization.

Then we might take on more of the characteristics common to other professions; rid ourselves of the educational dilettante, raise the standards of our work, command considerable more respect from others, and last but not least, receive pay commensurate with our importance.

**Novice:** Gee Whiz!

**Cynic:** Of course there is one aspect of these arguments which makes me hesitate in using them.

**Novice:** What's that?

**Cynic:** Well, if the standards I recommend had existed in the past I would never have become a teacher. I'm a non-intellectual.

# White House Conference Will Plan For Tomorrow's World

As preparations for the 1960 White House Conference on Children and Youth near their completion, few people realize that each of these conferences has been a real milestone in developing public understanding and planned action to meet some major need of children and has contributed much to the twentieth century which has often been dubbed "the Children's Century."

This far-reaching movement was planned and initiated by persons with a deep concern for orphans and neglected children. It was no difficult task to persuade President Theodore Roosevelt through his great love for children to call the first White House Conference. He spent his Christmas Day writing by hand some 200 invitations!



What Will Their Tomorrow Be

The relationship of the fullest development of today's children and youth to our nation's future was pointed out in President Eisenhower's conference call. The Arizona Education Association has a history of concern for the well being of children as it is expressed in its constitution . . . "the supreme purpose of promoting the welfare of the childhood of Arizona and America . . ." Members of our organization have been active participants in previous conferences and this year we are happy to announce that our President, Miss Maria Urquides,

has been invited to participate in the 1960 Conference which will be held in Washington D.C., March 27 - April 2.

The important question, however, is what will we do with the recommendations of this great cooperative all-out effort?

Will we as individual educators, and groups of educators, accept the conference recommendations as goals worthy of working toward? Will we use them in our local, state and national programs? Will we use the creative ideas and the progressive measures in the programs for children during the next decade? Will we use the data that have been gathered as a springboard for more scientific study of the many influences surrounding young people which aid and develop their greatest

abilities? Will we cooperate with other lay and professional groups influencing our community, state and nation to face up to their responsibility to provide equal opportunities for all children to develop to the utmost their potentialities for a full life of freedom and dignity?

As professional individuals and professional groups we should do these things and more. We can do no less, else we shall not be living up to the ideals of our profession nor the stated purpose of our organization.

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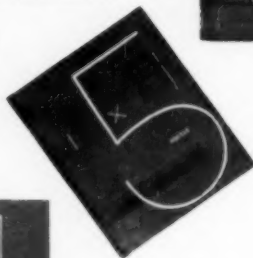
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Grades 3-6

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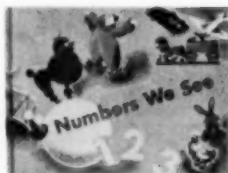
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**121. Brochure of sample gift tie ribbon and gift wrap paper.** It suggests ways to earn money for group activities. (O & W Gift Tie—L.A.)

**124. 1960 Summer Sessions Bulletin.** Gives details of all courses offered, as well as extracurricular activities. (University of Minnesota—Duluth)

**130. Oil Pictures,** a 25-page booklet illustrating with pictures, maps and charts the wide sweep of the oil industry. Available to teachers, and in limited quantity for student use. (Standard Oil of California)

**16. Facts** about writing short paragraphs for profit. (Benson Barrett)

**39. Webster Number Line.** A special teaching device which can be used by teachers to show pupils the basic arithmetic steps: addition, subtraction, multiplication, and division. It is designed to be tacked or taped above the chalkboard and is a perfect device for helping teachers lead boys and girls to see that arithmetic has meaning and is actually challenging and enjoyable. (Webster Publishing Co.)

**69. Folders** on Summer Sessions at Guadalajara, Mexico and Valencia, Spain and the itineraries of Tours of Europe for 1960. University of San Francisco Extension. (Dr. Carlos G. Sanchez)

**74. Folders.** Well illustrated and with complete itineraries for



tours Around the World, Pacific Circle, Africa and Holy Land. Indicate your specific interest. (Sita)

**77. Folder** outlines courses offered in Summer School at Guadalajara, Mexico. Accredited program of the University of Arizona. (Prof. Juan B. Rael)

**100.** Packet consisting of a map showing Historical Trails through New Mexico: New Mexico Highway Map: and folder describing photogenic New Mexico region by region. (New Mexico Department of Development)

**101. Army Occupations and You.** A comprehensive reference handbook explaining hundreds of Army job training opportunities. For teachers and guidance counselors. (Dept. of the Army)

**102. Now You Can Pick Your Vocational Training.** A 16-page booklet providing a simplified description of the Army "Choose-it-Yourself" Vocational Training System. This new enlistment option allows qualified applicants to choose technical training **before** enlistment. Indicate quantity desired for Senior young men including some who did not finish high school. (Dept. of the Army)

**105. Hawaii, The Aloha State** is a reprint of an article from World Book Encyclopedia. It is a colorful, 24-page up-to-date booklet on our 50th state. (Field Enterprises)

**113. New Posture Posters** provide completely different approach to teaching the fundamentals of healthful posture. Set of 4 in full color, plus Good Posture Award badge. Appeals to boys and girls kindergarten through high school. (American Seating Company)

**119. Bulletin** giving preliminary plans for courses to be offered in the 1960 Summer Session of the University of Southern California. (University of Southern California)



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## Index To Advertisers

	Page
American Handcrafts .....	40
American Seating Company.....	35
Arizona State College .....	Inside Back Cover
Arizona State University .....	Inside Front Cover
Benson Barrett .....	40
Coca Cola Company .....	2
F. E. Compton & Co. ....	24
Department of the Army .....	3
Field Enterprises .....	8
Ginn and Company .....	1
Guadalajara Summer School.....	36
Horace Mann Insurance Co. ....	30
Howard Tours, Inc. ....	39
Laidlaw Brothers .....	32
New Mexico Department of Development .....	37
O & W Gift Tie .....	36
The Redicut Letter Company .....	36
Dr. Carlos Sanchez .....	36
Sawyer's, Inc. ....	4
Scott, Foresman and Company.....	38
Sita World Travel, Inc. ....	36
Southwest Teachers Agency.....	37
Spin-A-Test .....	40
Standard Oil of California .....	9
Stuckey's, Inc. ....	12
University of Arizona .....	6
University of Southern California .....	40
Webster Publishing Company .....	10
World Book Company (2) .....	34-40
Wm. Wrigley, Jr., Company .....	33

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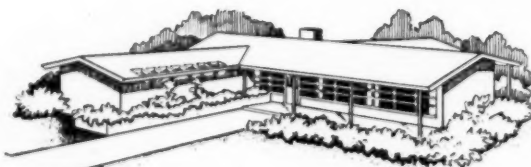


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